



ADVISING  
COMMUNITIES

**Division Unit Report for Advising High Achieving Students  
Submitted by Anna K. Van Overberghe**

Please complete Columns 1 through 6 and return by November 15, 2022. Columns 7 and 8 are completed for the progress report due August 15, 2022.

Please send your report to your [Cluster Rep](#); ACD Reps: Gavin Farber ([gavin.farber@temple.edu](mailto:gavin.farber@temple.edu)) and Tony Lazarowicz ([tlazarowicz2@unl.edu](mailto:tlazarowicz2@unl.edu)); and EO Liaison: Liz Alcantara ([lizabeth@ksu.edu](mailto:lizabeth@ksu.edu)). Thank you!

<b>1. NACADA Strategic Goal(s)</b>  <i>(List one of NACADA's 8 strategic goal(s) related to the specific desired outcome in #2)</i>	<b>2. Specific desired outcome</b>  <i>(What you want to occur as a result of your efforts; what you want someone to know, do, or value)</i>	<b>3. Actions, activities, or opportunities for outcome to occur</b>  <i>(What processes need to be in place to achieve desired outcome)</i>	<b>4. Outcome measurements &amp; related data instrument(s)</b>  <i>(How will you specifically measure the outcome and with what instruments? e.g. survey, focus group)</i>	<b>5. Other groups or individuals to connect</b>  <i>(List opportunities for collaboration with other groups)</i>	<b>6. Anticipated challenges</b>  <i>(How will you address issues that arise as you work to achieve the outcome?)</i>	<b>7. Progress toward outcome</b>  <b><i>(Complete in August 2023 report)</i></b>	<b>8. Future action(s) based on data</b>  (Data-informed decisions)  <b><i>(Complete in August 2023 report)</i></b>
Provide practices that allow members to identify and cultivate their long-term professional development and engagement with the association.	Members increase their knowledge of opportunities and resources.  Members value their chances to connect with other members, engage consistently.  Members actively contribute and share in order to grow the collected knowledge of the community.	Create a comms plan and increase use of existing comms tools to ensure regular communication to/with members.  Reorganize and promote shared resource drive to make it easier to access and more useful for members.  Create a form for members to submit resources or content to be shared with the community.	<ul style="list-style-type: none"> <li>▪ #, frequency, type of messages sent</li> <li>▪ # of new subscribers to the listserv or FB</li> <li>▪ # of members who engage on repeat basis</li> <li>▪ # of new members who engage in an activity or join steering committee</li> <li>▪ # of form responses, volume of content received</li> <li>▪ increase in shared resource content</li> </ul>	Network with chairs of other ACs to identify common member interests, share resources, and increase contribution.  <ul style="list-style-type: none"> <li>▪ STEM Advising</li> <li>▪ Advising Student Athletes</li> <li>▪ Health Professions Advising</li> <li>▪ Liberal Arts</li> <li>▪ Faculty Advising</li> </ul>	Lack of interest and time barriers could affect member engagement. Time, patience, and consistency will be needed to overcome these challenges and build a culture of contribution and engagement.		

<p>Identify and remove barriers to accessibility of all opportunities for engagement and professional growth in the association to foster equity and inclusion for all members.</p> <p>Optimize the globalization of the association, including the community of members, network of partnerships, engagement with scholarship, and relevance of professional development opportunities.</p>	<p>Members across NACADA gain a better understanding of high achieving students and what the community offers.</p> <p>Advisors of high achieving students at HBCUs and non-U.S. advisors contribute to a more inclusive definition of advising high achievers.</p> <p>Advisors of high achieving students at HBCUs and non-U.S. advisors can access relevant and important resources that inform their work.</p>	<p>Use monthly chats to partner with other ACs and focus on high achieving students in additional contexts.</p> <p>Review webpage and ensure an inclusive picture and clearer access to resources that support all types of high achievers.</p> <p>Solicit additional resources from other ACs that can inform practices of advising high achievers in a wide variety of contexts.</p>	<ul style="list-style-type: none"> <li>■ # and diversity of new voices in discussions</li> <li>■ # of events that explore expanded understandings of high achieving</li> <li>■ # of additional articles or resources added to collected knowledge base</li> <li>■ # and diversity of members contributing to resource collections</li> <li>■ member feedback survey on website updates and AC description</li> </ul>	<p>Reach out to chairs of other ACs to discuss joint events and recruit volunteers for working groups.</p> <ul style="list-style-type: none"> <li>■ HBCU</li> <li>■ Global Engagement</li> <li>■ Canada</li> </ul>	<p>Other ACs may be already committed to other collaborations, and may require a shift to the initial stages of relationship building or sharing of information.</p> <p>It is possible that the concept of "high achieving student" is not relevant or meaningful in a global context and we may need to shift to brainstorming other ways in which our community can benefit advisors across the globe.</p>		
<p>Foster communities of practice that empower members to advance the scholarship of academic advising.</p>	<p>AC members value scholarship and can actively discuss how scholarship informs their practice.</p> <p>Members present or write on topics specific to advising high achievers.</p> <p>Visibility of scholarship on theory and practice of advising high achieving students increases.</p>	<p>Develop a mechanism for matching more experienced scholars with new members for mentoring or collaboration.</p> <p>Create community sourced document to record new research and practice questions that inspire inquiry.</p> <p>Recruit volunteers to write for publications, including NACADA periodicals.</p>	<ul style="list-style-type: none"> <li>■ # of collaborative partnerships that meet more than once</li> <li>■ increase in submissions to conferences from members</li> <li>■ # of first-time presenters or authors</li> <li>■ increase in submissions to publications</li> <li>■ # of research topics generated</li> </ul>	<p>The steering committee will be an important partner in meeting this goal, as long-time members have significant experience with scholarship.</p> <p>Both the research committee and the Theory, Philosophy, and History AC may also be useful partners in these efforts.</p>	<p>Lack of interest and time barriers for members are major challenges to these goals. Patience and consistency will be needed to build a stronger culture of scholarship in the community and expectations may need to be tempered to celebrate even modest growth.</p>		

**Resources:**

NACADA Strategic Goals - <https://www.nacada.ksu.edu/About-Us/Vision-and-Mission.aspx>

Advising Community Self-Assessment Rubric - <https://docs.google.com/document/d/1QRd4FTxuE72NDOMdcw8cnDP7k5pISRZIYhYzG-EgP0o/edit?usp=sharing>

Advising Community Chair Self-Assessment Rubric - [https://docs.google.com/document/d/1Z-4O7ir\\_AzjM088vGNOsC5odtYOEMbNAYYseEUU6U88/edit?usp=sharing](https://docs.google.com/document/d/1Z-4O7ir_AzjM088vGNOsC5odtYOEMbNAYYseEUU6U88/edit?usp=sharing)